

ED385777 1995-00-00 Using the Internet in Vocational Education. ERIC Digest No. 160.

ERIC Development Team

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Table of Contents

If you're viewing this document online, you can click any of the topics below to link directly to that section.

Using the Internet in Vocational Education. ERIC Digest No. 160.....	2
EDUCATION MATERIALS ON THE INTERNET.....	3
EXAMPLES OF CURRENT USE.....	3
POTENTIAL AND PROBLEMS.....	4
ADDRESSES, LISTSERVS, USENET NEWSGROUPS,.....	5
.....	5
.....	5
.....	6
.....	6
.....	6
.....	7
.....	7
.....	8
.....	8
.....	8
.....	9
.....	9
.....	10
.....	10
.....	10
PENN PAGES.....	13

.....	13
.....	14
.....	14
.....	14
.....	14
.....	14
.....	14
.....	14
.....	14
REFERENCES.....	15



ERIC Identifier: ED385777

Publication Date: 1995-00-00

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Source: ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH.

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"It is an exciting time in education. The Internet offers new opportunities for students and teachers a link to learn in interesting ways" (Ellsworth 1994, p. xxiii).

"Telecommunications truly is one of the most exciting educational tools I have encountered in my teaching career" (Watson 1994, p. 41). "The Internet's usefulness is limited only by our level of commitment. We first have to get plugged in before we can get turned on. Then we can help our profession by using our imagination to create a vocational educator's Dream Net in the years to come" (Seguin and Seguin 1995, p. 33).

The Internet is a vast computer-based network of networks that includes listservs and newsgroups--discussion forums on specific topics--as well as electronic mail and electronic journals. It is used in education, business, and leisure, and students must be able to navigate it to become prepared citizens. This ERIC Digest does not pretend to

be an exhaustive list of vocational education resources on the Internet--the list changes daily. It offers suggestions for using the Internet in the vocational classroom and lists newsgroups, World Wide Web (WWW) sites, listservs, and electronic journals of interest to vocational educators. It also serves as a supplement to an ERIC Key, LOCATING ERIC CLEARINGHOUSE ON ADULT, CAREER, AND VOCATIONAL

EDUCATION MATERIALS ON THE INTERNET.

Much of the material for this Digest was received as a result of a message sent to the VOCNET listserv asking how vocational educators were using the Internet in their classrooms. Responses varied widely. Many of the respondents indicated that they were just getting started with the Internet and using it primarily for sending messages. Some students have joined listservs and newsgroups; others have surfed the 'Net for information and materials from all over the world.

EXAMPLES OF CURRENT USE

The director and associate professor of vocational-technical education at Dakota State University uses the Internet primarily for e-mail. He requires students to send queries to AskERIC; in his "Technology in Voc Ed" course, graduate students have to use the WWW and sign up for a listserv. He is considering offering a course for vocational education personnel entirely through the Internet (A. Seguin, Internet message, June 20, 1995).

Cognitive Training Associates, Inc. develops and uses networks for large corporations. They use the Internet to distribute technology-based training applications--core skill acquisition and reinforcement, knowledge transfer and sharing, and use of job-specific smart applications that perform lower-level tasks and provide on-demand expertise (M. Brown, Internet message, June 20, 1995).

A secondary vocational teacher in Charlotte, North Carolina, is planning to use the Internet in her international trade and marketing class. The students have participated in real-time conferences with schools in Finland, Israel, and many places in the United States, studying such topics as farm subsidies, economic development, the European Union, and trade issues. Through a Junior Achievement project, Globe, her class will be exporting and importing products from a class in another country (C. Rainwater, Internet message, June 20, 1995).

The Technical Integration Project coordinator at a Maryland high school assigned seniors to write a research paper related to their trade area. Working with a local community college, she and her students used their resources, library, and online workstations. The resource center personnel provided instruction in research and use of the Maryland Internet connection. Students downloaded materials, joined listservs, and communicated with others on the Internet to get the information they needed. The WWW is their next step (R. A. Fitzgerald, Internet message, June 19, 1995).

Students in the University of Florida counseling program use e-mail, surf the WWW for information, and have group e-mail sessions. The "ticket" to their final exam was to find Universal Resource Locators (URLs) that were career related as well as some that were just for fun. Plans for next year include matching beginning students with experienced counselors who are using a developmental approach via e-mail (R. Myrick, Internet message, June 25, 1995).

Students at a high school in Calgary, Alberta, exchange mail with people all over the world, subscribe to listservs and newsgroups, and use Internet Relay Chat (IRC) to converse with others in real time over the Internet. They make friends and learn about other cultures, lifestyles, and philosophies. Students have located software for a Japanese language course, searched for resources to use in assignments, and introduced a new discussion group (Hanson 1994).

The Texas Education Agency Quality Workforce Planning program runs a statewide newsgroup for Texas teachers. They use the state's gopher/Web site for statewide priority occupations and regional targeted occupations lists which are heavily used at the State Employment (Security) Commission's Telnet bulletin board system. They distribute materials via e-mail to tech prep and Quality Work Force Planning locations (D. Kinnaman, Internet message, June 26, 1995).

An agricultural education teacher suggests that technology must follow and facilitate the curriculum while helping students and teachers reach their goals. Some of the reasons cited for going online include access to a tremendous amount of information, the ability to communicate with others who share specific interests, and the fact that it motivates students (Murphy 1994).

POTENTIAL AND PROBLEMS

Advantages of using the Internet include its ability to arouse the interest of students, the ease of communication among teachers for sharing ideas, the availability of new resources, and the potential to develop new relationships all over the world (Pool et al. 1995). The Internet also offers the possibility of interaction with experts (P. McCorkle, Internet message, July 18, 1995). Telecommunications, specifically the Internet, are potentially the most significant educational tools to come along in quite a while. However, there are problems such as making sure that the technology is used in educationally appropriate ways. Too often people worry more about the accessibility of the Internet to all students than about using it effectively in their classrooms (Maddux 1994). Other problems include antiquated hardware and software particularly in elementary schools, lack of technical and curriculum support, lack of coherent structure, stability, and documentation, lack of training, censorship, and quality control (Maddux 1994; Murphy 1995).

ADDRESSES, LISTSERVS, USENET

NEWSGROUPS,

ELECTRONIC JOURNALS, AND WWW SITES Listservs are automated mailing lists of people with a similar interest. They are used for transmitting news, searching for information, and networking. All messages are sent to members' mailboxes. Following are some listservs that are of interest to vocational educators.



AAAE



aaae@purccvm.bitnet (American Association for



Agricultural Education)



--



AEDNET



aednet@pulsar.acast.nova.edu (adult and continuing education)



--



AUTOCAD



autocad@jhuvvm.bitnet (AUTOCAD discussion list)



--



BATECH-L



batech-l@psuvm.psu.edu (Technologies in Business Education)



--



BUSED-L



bused-l@uregina1.bitnet (discussion of business



education teaching practices)



--



COMMCOLL



commcoll@ukcc.uky.edu (for faculty, staff, and



administrators at two-year institutions)



--



DISSMN8



dissemn8@cmsa.berkeley.edu (National Educational



Dissemination System)



--



EDPOLYAN



edpolyan@asuacad.bitnet (education policy analysis)



--



FL-STWTP



fl-stwtp@mailers.fsu.edu (Florida School-to-Work



Clearinghouse)



--



NBEA



nbea-l@akronvm.bitnet (National Business Education



Association)



--



NWAC-L



nwac-l@psuvm.psu.edu (National Workforce Assistance



Collaborative)



--



STWNET



majordomo@confer.edc.org (School-to-Work Network)



--



S2WTP



majordomo@cccins.cccneb.edu (School-to-work/tech prep)



--



SIGTEL-L



sigtel-l@unmvma.bitnet (Special Interest



Group/Telecommunications of ISTE)



--



TCC-L



tcc-l@uhccvm.bitnet (teaching in the community college)



--



TECHNOLOGY-EDU



technology-edu@ncsu.edu (technology education)



--



TRDEV-L



trdev-l@psuvm.psu.edu (training and development)



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VOCNET



vocnet@cmsa.berkeley.edu (National Center for Research



in Vocational Education)

Usenet is a distributed message system that exchanges messages among subscriber sites (Ellsworth 1994). Newsgroups of interest to vocational educators include the following:

alt.education.distance

alt.sewing

comp.cad.autocad

k12.ed.business

k12.ed.life.skills

misc.education

misc.education.ad ult

rec.autos.antique

rec.autos.tech

rec.food.cooking

The World Wide Web allows the possible integration of full-color graphics, varying typefaces, animation, and sound (Seguin and Seguin 1995). WWW sites of interest include:



<http://curry.edschool.virginia.edu:80/teis>

Universal resource locator



<http://ericir.syr.edu>

AskERIC



<http://www.fsu.edu/flstwtp/fl-stwtp.html>

Florida School-to-Work Clearinghouse



<http://lycos.cs.cmu.edu/>

Search for keywords throughout the Web



<http://vocserve.berkeley.edu/>

National Center for Research in

Vocational Education



<http://www.corptech.com:3600/spotmenu.htm>

Employment for the U.S. high technology industry



<http://www.ed.gov>

National Library of Education

(through the U.S. Department of Education)



<http://www.ncrel.org/ncrel/sdrs/pathways.htm>

North Central Regional Educational Laboratory



<http://www.nhmccd.cc.tx.us:80/groups/stw/>

Texas Tool Box from North Harris Montgomery

Community College District



<http://www.petersons.com>

The Education Center, Peterson's Guides



<http://www.yahoo.com>

A catalog of the WWW

Internet addresses to try for information on additional resources include:



askeric@ericir.syr.edu

AskERIC



carlson@uclink.berkeley.edu

National Center for Research in

Vocational Education



ericacve@magnus.acs.ohio-state.edu

ERIC Clearinghouse on Adult, Career,
and Vocational Education



psupen@psu.edu

PENN PAGES

Many electronic journals and newsletters are available over the Internet. A few are listed here.



CATALYSTlistserv@vtvm1.cc.vt.edu

(refereed journal for community college educators)



DEOSNEWSlistserv@psuvm.psu.edu

(American Journal of Distance Education)



EDUPAGEedupage@educom.edu (information technology news)



EUITNEWSlistserv@bitnic.educom.edu

(Educational Uses of Information Technology)



HORIZONSlistserv@pulsar.acast.nova.edu

(New Horizons in Adult Education)



JOEalmanac@joe.uwex.edu (Journal of Extension)



JTE-Llistserv@vtvm1.cc.vt.edu

(Journal of Technology Education)



TCC-Jlistproc@hawaii.edu (Teaching in the Community Colleges)

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Ellsworth, J. H. EDUCATION ON THE INTERNET. Indianapolis, IN: Sams Publishing, 1994.

Hanson, W. R. "Student Drivers on the Information Highway." WILSON LIBRARY BULLETIN 69, no. 3 (November 1994): 34-37. (EJ 493 345)

Maddux, C. D. "The Internet: Educational Prospects And Problems." EDUCATIONAL TECHNOLOGY 34, no. 7 (September 1994): 37-42. (EJ 489 815)

Murphy, T. "Merging Your Classroom onto the Information Superhighway." AGRICULTURAL EDUCATION MAGAZINE 67, no. 2 (August 1994): 6-8.

Pool, T. S.; Blanchard, S. M.; and Hale, S. A. "From over the Internet." TECHTRENDS 40, no. 1 (January-February 1995): 24-28. (EJ 497 975)

Seguin, A., and Seguin, C. "Window to the World." VOCATIONAL EDUCATION JOURNAL 70, no. 2 (February 1995): 30-33. (EJ 497 204)

Watson, L. "Net Talk." VOCATIONAL EDUCATION JOURNAL 69, no. 6 (September 1994): 41.

Developed with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under Contract No. RR93002001. Opinions expressed do not necessarily reflect the position or policies of OERI or the Department. Digests may be freely reproduced.

Title: Using the Internet in Vocational Education. ERIC Digest No. 160.

Document Type: Information Analyses---ERIC Information Analysis Products (IAPs) (071); Information Analyses---ERIC Digests (Selected) in Full Text (073);

Descriptors: Computer Mediated Communication, Computer Networks, Computer Uses in Education, Electronic Mail, Electronic Text, Higher Education, Information Networks, Postsecondary Education, Secondary Education, Teleconferencing, Vocational Education

Identifiers: ERIC Digests, Internet

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